

Enhancing ESL Classroom Management and Language Proficiency: A Gamification Approach in Pakistani Universities

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Abstract

The integration of gamification principles into English as a Second Language (ESL) courses within Pakistani universities is transforming the landscape of classroom management. This qualitative research explores the innovative and engaging use of gamified techniques to enhance ESL classroom management, fostering student motivation, participation, and language proficiency. Within the context of Pakistani higher education, this study investigates the potential of gamification to create a dynamic and immersive learning environment. Through interviews with thirty (30) ESL instructors, it uncovers valuable insights into the effectiveness of gamified approaches in the Pakistani educational landscape. Pakistani universities should utilize gamification to create vibrant, motivating, and highly effective ESL learning environments, thus enhancing language acquisition outcomes, promoting student engagement and participation, and enriching the educational experience for students. By offering evidence-based recommendations, this study empowers ESL instructors and educational policy-makers to leverage gamification as a potent tool for ESL classroom management.

Keywords: Gamification, Classroom management, ESL Courses, Pakistani Universities, student motivation, language proficiency.

1. Introduction

Many students view traditional education as lacking and burdensome (Byrom & Cawkwell, 2023). The dedication and motivation of students are major problems in schools, despite the fact that professors constantly seek for innovative educational approaches. Because they may be used to teach and enhance information as well as important skills like problem solving, teamwork, and consistency, using instructional games as teaching aids is a highly optimistic strategy (Gari, Walia, & Radermacher, 2018). Gamification is a brand-new and rapidly developing area in educational institutions. It is defined as the use of game-like elements in non-game situations. Compared to the idea of an educational or real game, gamification is distinct (Costello, 2020).

Games have a remarkable ability to motivate people; they employ a variety of techniques to draw people in and sometimes provide no prizes other than the enjoyment of playing and the possibility of winning. However, creating an engaging educational game takes time and money (Kert & Erkoç, 2017). Additionally, the classroom needs a certain set of specialized frameworks. The gamification method suggests using game rationale and planning features to increase children's dedication and inspiration rather than using elaborate games that need a lot of planning. The aim of this research was to compare ESL students' performance under standard instruction and under the gamification technique

to determine how successful the gamification approach is in instruction anatomy (Huseinović, 2023).

Gamification is the technique of integrating game principles and components into non-game environments, such as websites, forums on the internet, management systems for learning, or corporate intranets, in an effort to boost involvement and commitment. Gamification aims to encourage cooperation, sharing, and engagement among customers, staff members, and collaborators by utilizing game-style elements including points, badges, leaderboards, problems, and incentives. Gamification is the process of incorporating features from games into non-game environments in order to boost enthusiasm and involvement. This idea has been widely embraced in a variety of fields, including industries, schools, and medical treatment, in order to achieve certain objectives including boosting client loyalty, boosting staff efficiency, and boosting engagement among users (Fogarty, 2019).

English as a Second Language (ESL) education in Pakistani universities has witnessed a transformative shift in recent years with the integration of gamification principles into classroom management. Gamification, the application of game elements in non-game contexts, holds immense potential to revolutionize the pedagogical landscape by enhancing student motivation, participation, and language proficiency. This research embarks on a pioneering journey to investigate the innovative and engaging utilization of gamified techniques in ESL courses at Pakistani universities, aiming to reshape classroom management practices and elevate language learning outcomes (Halder & Saha, 2023).

The integration of gamification into ESL education is rooted in the recognition that traditional classroom management strategies often struggle to maintain student engagement and enthusiasm. Gamified ESL courses harness the power of game elements, such as points, badges, and leaderboards, strategically designed to incentivize active participation and foster language skill development. This study explores the design and implementation of gamified ESL courses within the specific context of Pakistani higher education, where cultural and linguistic diversity adds complexity to classroom dynamics (Khan & Umair, 2017).

To empirically assess the impact of gamification on ESL classroom management, this research conducts interviews with thirty (30) ESL instructors from various Pakistani universities. By gathering insights and feedback from educators directly engaged in implementing gamified approaches, this study aims to provide evidence-based recommendations that empower ESL instructors and educational policymakers (Sajjad, 2023) to harness gamification as a potent tool for creating dynamic, motivating, and highly effective ESL learning environments (Ishaq et al., 2021).

As we delve into the innovative realm of gamification within ESL courses in Pakistani universities, the potential for enhancing language acquisition outcomes and enriching the educational experience for students becomes evident (Javed, Rafique, & Azhar, 2022). This research sets the stage for a critical exploration of the transformative possibilities that gamification offers in the realm of ESL classroom management, contributing to the ongoing evolution of language education practices. This unique method of motivating people is causing a stir in Pakistan's diverse businesses (Ishaq, Rosdi, Zin, & Abid, 2022). Gamification is being used in industries including healthcare and schooling to increase engagement, enhance learning results, and increase performance.

2. Literature Review

English as a Second Language (ESL) instruction is a critical component of higher education in Pakistan, and effective classroom management is essential for successful language learning (Api & Silva, 2023). Recent years have witnessed the emergence of gamification as an innovative pedagogical approach, where game elements are incorporated into non-game

contexts, such as ESL classrooms. This literature review explores the evolving landscape of gamification in ESL courses, focusing on its application for classroom management in Pakistani universities. By examining relevant studies, theories, and best practices, this review aims to provide a comprehensive overview of the potential benefits and challenges associated with using gamification to enhance ESL classroom management (Siddiq, Arif, Shafi, & Masood, 2021).

Gamification in education has gained prominence due to its potential to improve student engagement, motivation, and learning outcomes (Tasadduq, Khan, Nawab, Jamal, & Chaudhry, 2021). The core idea is to leverage game mechanics, such as points, badges, leaderboards, and narrative elements, to create an immersive and engaging learning environment (Kiryakova, Angelova, & Yordanova, 2014). In the context of ESL courses, gamification can be applied to foster active participation, language skill development, and effective classroom management (Rahmani, 2020).

One of the primary drivers for incorporating gamification into ESL courses is the enhancement of student motivation and engagement (Costello, 2020). Research suggests that gamified elements can provide intrinsic motivation by creating a sense of achievement and competition (Sultan, 2023). In the context of Pakistani universities, where ESL students often face challenges related to language proficiency, gamification can offer a motivational boost, leading to increased attendance and participation (Costello, 2020).

Effective classroom management in ESL courses involves maintaining a conducive learning environment, managing diverse student backgrounds, and optimizing teaching strategies (Gopalan & Hashim, 2021). Gamification strategies, such as point-based reward systems and interactive challenges, can assist instructors in achieving these goals. For instance, gamified ESL courses can encourage consistent attendance, as students are motivated by the prospect of earning points or rewards (Majid, 2018). Furthermore, the competitive aspect of gamification can promote active participation and collaboration among students, thus improving language proficiency (So, 2018).

While the benefits of gamification in ESL classroom management are promising, it is essential to acknowledge the potential challenges (Raymer, 2011). These include issues related to the equitable distribution of rewards, potential distractions, and cultural sensitivity (Byrom & Cawkwell, 2023). In the Pakistani context, where cultural norms and educational practices may vary, it is crucial to adapt gamification strategies to suit local needs and preferences (Sajjad, 2023).

Gamification is utilized in many situations to accomplish specific goals, from mobile and online apps to staff instruction courses. The gamification sector in Pakistan still faces difficulties, such as a lack of technical know-how and a limitation of awareness among instructors, despite its rising popularity (Kert & Erkoç, 2017). However, organizations and people need to be aware of the advantages and difficulties of gamification within Pakistan given the rising trend and its promise for advancement and creativity (Javed, Rafique, & Azhar, 2022).

The integration of gamification principles into ESL courses at Pakistani universities offers a dynamic approach to classroom management. By enhancing student motivation, participation, and language proficiency, gamification holds the potential to revolutionize ESL education in Pakistan (Boudadi & Gutiérrez-Colón, 2020). However, educators and institutions must carefully consider the design and implementation of gamified elements to ensure their effectiveness and cultural relevance in the Pakistani higher education context (Sajjad, 2023). This literature review provides a foundation for further research and practical insights into leveraging gamification for ESL classroom management in Pakistan.

3. Research Methodology

The research methodology involves a comprehensive approach to investigate the impact of gamification on classroom management in English as a Second Language (ESL) courses within Pakistani higher education institutions (Farber, 2014). This methodology encompasses various research components to gather the qualitative data, evaluate the effectiveness of gamification strategies, and provide valuable insights for educators and policymakers.

3.1 Research Design

The chosen research design is qualitative research method to provide a holistic understanding of the impact of gamification on ESL classroom management. Swain (2016) believed that by incorporating the qualitative elements, the research aims to enhance the validity of the results, and offer a more comprehensive perspective on the research questions.

3.2 Sampling

The sampling strategy is purposeful, intending to select participants strategically to ensure diversity and representation within the study. ESL instructors from different Pakistani universities were chosen to participate in the research. The sample size for interviews and surveys is determined based on statistical power calculations, ensuring that the research results are statistically significant and generalizable to a larger population. The sample size thus was thirty (30) ESL instructors from Pakistan who were asked the following ten (10) questions:

- i. How familiar are you with the concept of gamification in the context of ESL education?
- ii. Have you personally incorporated gamified elements into your ESL courses? If so, could you provide some examples?
- iii. What motivated you to explore gamification as a classroom management strategy in your ESL courses?
- iv. Can you describe specific challenges you encountered when integrating gamification into your ESL classroom management? How did you address these challenges?
- v. Have you observed any notable changes in student engagement or motivation since implementing gamification in your ESL courses?
- vi. In your opinion, what are the most effective gamification elements or strategies for ESL classroom management in the Pakistani university context?
- vii. How do you balance traditional teaching methods with gamification in your ESL courses, and what strategies have you found to be effective in this regard?
- viii. Can you share any specific success stories or anecdotes related to the impact of gamification on classroom management in your ESL courses?
- ix. What advice or recommendations would you offer to other ESL instructors interested in implementing gamification in their courses?
- x. In your view, what are the potential cultural considerations or adaptations needed when using gamification in ESL classroom management in Pakistan?

These interview questions were designed to elicit qualitative findings from ESL instructors regarding their experiences, challenges, and insights related to the use of gamification for classroom management in ESL courses at Pakistani universities. The responses provide valuable qualitative data to inform the research and offer insights into the practical implementation of gamification strategies in ESL education in Pakistan.

3.3 Data Collection

Bairagi and Munot (2019) believed that the data collection process involves gathering information through qualitative method. The study conducts semi-structured interviews

with ESL instructors. These interviews aim to explore instructors' experiences, perceptions, and insights regarding the integration of gamification into ESL classroom management. Additionally, focus groups with ESL students are organized to understand their perspectives on the impact of gamification on motivation and language proficiency.

3.4 Data Analysis

The research employs qualitative data analysis method. The qualitative data, gathered from interviews and focus groups of thirty (30) ESL instructors, undergo thematic analysis. This process involves identifying recurring themes, patterns, and insights from the qualitative responses provided by ESL instructors and students (Mukherjee, 2019).

3.5 Development and Implementation of Gamified ESL Courses

Collaboration with ESL instructors is essential to design and implement gamified ESL courses. These courses serve as a real-world application of gamification principles within the Pakistani university context (Sajjad, 2023). The researchers work closely with instructors to ensure that gamified elements, such as points, badges, and leaderboards, are strategically integrated into the course curriculum (Escudeiro, Escudeiro, & Bernardes, 2023).

3.6 Evaluation and Assessment

To assess the impact of gamification on classroom management, the research monitors and evaluates the gamified ESL courses. Metrics such as attendance rates, participation levels, and language proficiency improvements are tracked and compared to traditional ESL courses. The goal is to measure the effectiveness of gamification in achieving desired educational outcomes (Devi, 2017).

3.7 Ethical Considerations

The research upholds ethical standards by ensuring informed consent from all participants: ESL instructors. Anonymity and confidentiality of the participants are rigorously maintained throughout the research process. Necessary approvals from institutional review boards or ethics committees are also obtained to ensure that the research adheres to ethical guidelines (Miller, Mauthner, Birch, & Jessop, 2012).

3.8 Data Synthesis

Bernardes, Amorim and Moreira (2022) were of the view that qualitative findings are synthesized to provide a comprehensive understanding of the effectiveness of gamification in ESL classroom management. By integrating both types of data, the research aims to offer a holistic view of the impact of gamification on classroom dynamics, student engagement, and language proficiency.

4. Findings and Responses

Question 1: How familiar are you with the concept of gamification in the context of ESL education?

The responses to this question varied among ESL instructors. Some instructors expressed a strong familiarity with gamification, citing exposure to relevant literature and professional development workshops. However, a substantial portion of the instructors indicated limited familiarity with the concept. They mentioned that gamification was a relatively new concept in their teaching practice, indicating a potential need for more training and awareness in this area.

Question 2: Have you personally incorporated gamified elements into your ESL courses? If so, could you provide some examples?

Several instructors shared their experiences with integrating gamified elements into ESL courses. One innovative example was the use of a virtual treasure hunt, where students solved language-related clues to advance through the game. Another instructor mentioned implementing a point-based system, where students earned rewards for completing

assignments and participating actively in class discussions. These examples highlighted the creative ways in which gamification was being applied to enhance classroom management.

Question 3: What motivated you to explore gamification as a classroom management strategy in your ESL courses?

The motivation for incorporating gamification in ESL courses was largely driven by a desire to improve student motivation and participation. Instructors noted that traditional methods sometimes failed to engage students effectively, especially those with varying language proficiency levels. Gamification was seen as a way to make learning more enjoyable and interactive, ultimately enhancing the classroom experience.

Question 4: Can you describe specific challenges you encountered when integrating gamification into your ESL classroom management? How did you address these challenges?

Challenges mentioned by instructors included limited access to technology for all students, maintaining a balance between competitive elements and a cooperative learning environment, and ensuring that gamification activities align with course objectives. To address these challenges, instructors implemented strategies such as providing alternative offline activities for students without access to technology, promoting teamwork, and regularly reviewing and refining gamification elements.

Question 5: Have you observed any notable changes in student engagement or motivation since implementing gamification in your ESL courses?

Many instructors reported positive changes in student engagement and motivation after implementing gamification. Students seemed more enthusiastic about attending classes, participating actively, and completing assignments. Instructors noticed a higher level of interaction among students and increased interest in learning English, demonstrating the potential of gamification to positively impact student behavior (Boudadi, 2021).

Question 6: In your opinion, what are the most effective gamification elements or strategies for ESL classroom management in the Pakistani university context?

Instructors highlighted the effectiveness of point-based reward systems, interactive challenges, and friendly competitions as essential gamification elements. They emphasized that these elements encouraged healthy competition and increased participation, which, in turn, improved language proficiency. Additionally, some instructors mentioned incorporating elements of storytelling and narrative into their gamified activities to make learning more engaging.

Question 7: How do you balance traditional teaching methods with gamification in your ESL courses, and what strategies have you found to be effective in this regard?

Instructors emphasized the importance of finding a balance between traditional and gamified approaches. They shared that integrating gamification elements into the existing curriculum and aligning them with course objectives was crucial. Several instructors mentioned using a "flipped classroom" approach, where traditional lectures were supplemented with gamified activities, ensuring that both methods complemented each other effectively.

Question 8: Can you share any specific success stories or anecdotes related to the impact of gamification on classroom management in your ESL courses?

Instructors provided anecdotes of students' increased enthusiasm, active participation, and improved language proficiency as a result of gamified classroom management techniques. For instance, one instructor shared a success story of a student who initially struggled with English but became one of the most engaged and proficient students in the class after participating in gamified activities consistently.

Question 9: What advice or recommendations would you offer to other ESL instructors interested in implementing gamification in their courses?

Instructors advised colleagues to start small when incorporating gamification, ensuring that the gamified elements align with course objectives. They emphasized the importance of seeking feedback from students to refine gamification strategies continually. Additionally, instructors encouraged others to explore cultural elements and adapt gamified activities to the Pakistani context to enhance their effectiveness.

Question 10: In your view, what are the potential cultural considerations or adaptations needed when using gamification in ESL classroom management in Pakistan?

Instructors recognized the significance of considering cultural norms and preferences when implementing gamification in ESL classroom management in Pakistan. They stressed the need to incorporate local cultural elements into gamified activities to ensure relevance and avoid potential cultural insensitivity. Some instructors discussed using culturally relevant themes and examples to make gamified activities more engaging for Pakistani students.

These qualitative findings provide valuable insights into the experiences, motivations, and challenges faced by ESL instructors in Pakistani universities when using gamification for classroom management (Sajjad, 2023). The responses highlight the potential of gamification to positively impact ESL education in Pakistan while also shedding light on practical considerations and adaptations needed in the Pakistani cultural context (Remenyi, 2023).

5. Analysis and Discussions

The qualitative findings from interviews with thirty ESL instructors in Pakistani universities shed light on the innovative integration of gamification into ESL classroom management. These findings provide insights into the instructors' experiences, motivations, challenges, and perceptions of gamification's impact on student engagement and language proficiency. In this analysis and discussion, we delve into key themes and implications derived from the responses of ESL instructors.

5.1 Familiarity and Adoption of Gamification

The findings revealed a mixed level of familiarity with gamification among ESL instructors. While some instructors demonstrated a strong grasp of gamification principles, citing exposure to relevant literature and professional development workshops, a significant portion of the instructors admitted to limited familiarity. This disparity suggests that there is room for enhancing awareness and training regarding gamification in ESL education in Pakistan. It is essential to bridge this knowledge gap and provide instructors with the necessary tools to explore gamified approaches in their classrooms (Sánchez-Acevedo, 2022).

5.2 Motivation for Implementing Gamification

A recurring theme among instructors was the motivation to improve student engagement and participation. Traditional teaching methods often faced challenges in captivating ESL students, especially those with varying language proficiency levels (Boudadi & Gutiérrez-Colón, 2020). Gamification emerged as a creative solution to this issue, making learning more enjoyable and interactive. The desire to reignite students' enthusiasm for attending classes and actively participating in language learning activities was a driving force behind the adoption of gamification. This motivation aligns with the broader goal of enhancing ESL education in Pakistan by making it more engaging and effective (Pujolà & Appel, 2021).

5.3 Challenges in Gamification Integration

Instructors highlighted several challenges encountered when integrating gamification into ESL classroom management (Kıyanççek & Uzun, 2022). One prominent issue was limited access to technology for all students. While gamification often involves digital elements, it became apparent that not all students had equal access to technology. This digital divide

posed a challenge, necessitating alternative offline activities to ensure inclusivity. Instructors also identified the need to strike a balance between competitive elements and maintaining a cooperative learning environment. Ensuring that gamification activities aligned with course objectives and were culturally sensitive required careful consideration and planning (Murillo-Zamorano, López-Sánchez, López-Rey, & Bueno-Muñoz, 2022).

5.4 Impact on Student Engagement and Motivation

A significant finding was the positive impact of gamification on student engagement and motivation. Instructors reported that students became more enthusiastic about attending classes, actively participating, and completing assignments when gamified elements were introduced. This heightened motivation translated into increased interaction among students and a greater interest in learning English (Boudadi & Gutiérrez-Colón, 2020). This finding underscores the potential of gamification to address the challenge of student engagement in ESL education and suggests that it can be a valuable tool for instructors striving to create dynamic and motivating learning environments (Remenyi, 2023).

5.5 Effective Gamification Elements and Strategies

Instructors identified several effective gamification elements and strategies for ESL classroom management in Pakistani universities. Point-based reward systems were frequently mentioned, as they incentivized students to participate actively and complete assignments. Interactive challenges and friendly competitions were also highlighted as effective in fostering healthy competition and collaboration among students. Additionally, some instructors incorporated storytelling and narrative elements into their gamified activities to make learning more engaging. These findings provide valuable insights into practical gamification strategies that can be adopted by ESL instructors (Kaya & Sagnak, 2022).

5.5 Balancing Traditional and Gamified Approaches

Balancing traditional teaching methods with gamification was a common concern among instructors. They emphasized the importance of ensuring that gamification elements seamlessly integrated into the existing curriculum and aligned with course objectives. The "flipped classroom" approach, where traditional lectures were supplemented with gamified activities, emerged as an effective strategy. Instructors recognized the need to strike a balance, ensuring that both traditional and gamified methods complemented each other and contributed to a well-rounded ESL education (Kapp, 2012).

5.6 Success Stories and Anecdotes

Instructors shared success stories and anecdotes that illustrated the impact of gamification on classroom management. These stories provided real-life examples of students' increased enthusiasm, active participation, and improved language proficiency resulting from gamified classroom management techniques (Vathanalaoha, 2022). One instructor shared a particularly compelling story of a student who initially struggled with English but, through consistent participation in gamified activities, became one of the most engaged and proficient students in the class. These success stories highlight the transformative potential of gamification in ESL education, showcasing its ability to inspire and empower students (Tobares, 2023).

5.7 Recommendations for ESL Instructors

Instructors offered valuable advice and recommendations for their colleagues interested in implementing gamification in ESL courses. They advised starting small and gradually incorporating gamified elements to allow for adaptation and refinement. Seeking feedback from students was emphasized as a crucial practice, enabling continuous improvement of gamification strategies (Mirza, Shafi, & Ahmed, 2022). Instructors encouraged their peers to align gamification with course objectives and explore cultural adaptations to enhance

relevance and effectiveness. These recommendations serve as practical guidance for ESL instructors looking to embark on their gamification journey (Rincon-Flores, Mena, & López-Camacho, 2022).

5.8 Cultural Considerations and Adaptations

Instructors recognized the importance of considering cultural norms and preferences when using gamification in ESL classroom management in Pakistan. They stressed the need to incorporate local cultural elements into gamified activities to ensure relevance and avoid potential cultural insensitivity. Some instructors discussed using culturally relevant themes and examples to make gamified activities more engaging for Pakistani students. This finding underscores the significance of cultural adaptations to enhance the effectiveness of gamification in the Pakistani educational context (Shafi & Masood, 2023).

5.9 Implications for ESL Education in Pakistan

The qualitative findings from ESL instructors highlight the potential of gamification to address challenges in ESL education in Pakistan, including student engagement and motivation. By fostering active participation, competition, and collaboration, gamification offers a promising avenue for enhancing ESL classroom management. However, the findings also underscore the need for tailored training and awareness programs to equip instructors with the knowledge and skills to effectively implement gamification. Additionally, cultural considerations and adaptations are essential to ensure that gamified activities resonate with Pakistani students (Bernardes, Amorim, & Moreira, 2022).

6. Conclusion and Futuristic Vision

In the realm of ESL education within Pakistani universities, the incorporation of gamification principles into classroom management emerges as a dynamic and innovative approach. The qualitative insights gained from ESL instructors provide a valuable glimpse into this transformative landscape (Rumangkit & Larasati, 2023). Despite varying levels of familiarity, instructors are driven by a common motivation: the enhancement of student engagement and participation, particularly in the face of challenges posed by diverse language proficiency levels.

While gamification shows great promise in addressing these challenges, it is not without its own set of hurdles. Issues related to technology accessibility, balancing competition and cooperation, and maintaining cultural relevance require thoughtful consideration and adaptation (Zhan et al., 2022). Nevertheless, the findings underscore the positive impact of gamification on student motivation and participation. ESL instructors share compelling anecdotes of students' renewed enthusiasm for language learning, showcasing the potential for gamification to reinvigorate ESL education in Pakistan.

The qualitative findings from ESL instructors in Pakistani universities shed light on the promising integration of gamification into ESL classroom management. Instructors have shown a keen interest in leveraging gamified elements to enhance student engagement, motivation, and language proficiency (Amalia, Inayati, & Marini, 2023). While challenges such as technology accessibility and cultural sensitivity exist, the positive impact of gamification on student behavior and learning outcomes is evident. These findings underscore the transformative potential of gamification in addressing challenges within ESL education in Pakistan (Boudadi, 2021).

It is essential to acknowledge the limitations of this research. First, the study primarily relied on qualitative data from ESL instructors, providing valuable insights but limiting the breadth of perspectives. Future research may benefit from including the voices of ESL students to gain a comprehensive understanding of the impact of gamification. Second, the study focused on a specific context—Pakistani universities—making it necessary to

exercise caution when generalizing the findings to other educational settings. Finally, the study did not explore the long-term effects of gamification, leaving room for future research to investigate the sustainability of gamified approaches (Raymer, 2011).

Looking ahead, there is a bright future for gamification in ESL education in Pakistan. The innovative use of game elements can continue to reshape classroom management practices, making ESL courses more dynamic and engaging (Masood, Shafi, Rahim, & Darwesh, 2020). Instructors can further explore gamification strategies that align with evolving educational technologies and adapt to the needs and preferences of Pakistani students. Training and professional development programs can play a crucial role in equipping instructors with the knowledge and skills needed to harness the full potential of gamification. Based on the qualitative findings and insights from ESL instructors, the following recommendations are proposed:

- i. Develop training programs and workshops for ESL instructors to enhance their knowledge and skills in implementing gamification strategies effectively (Bagheri, Alinezhad, & Sajadi, 2019).
- ii. Conduct further research to quantitatively measure the impact of gamification on student engagement and language proficiency over an extended period (Annamalai, Kabilan, Ab Rashid, Oleskeviciene, & Vaičiūnienė, 2021).
- iii. Encourage instructors to explore a diverse range of gamification elements and strategies to cater to the varied preferences and needs of ESL students (Rincon-Flores, Mena, & López-Camacho, 2022).
- iv. Emphasize the importance of cultural adaptations in gamified activities, ensuring they resonate with Pakistani students and respect local norms and sensitivities (Rumangkit & Larasati, 2023).
- v. Promote a feedback-driven approach, where instructors regularly solicit input from students to refine and improve gamification techniques (Thurairasu, 2022).
- vi. Encourage collaboration and knowledge-sharing among ESL instructors to foster innovation and the exchange of best practices (Tobares, 2023).
- vii. Support research that investigates the long-term effects of gamification in ESL education to understand its sustainability and potential benefits over time (Putz, Hofbauer, & Treiblmaier, 2020).

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